**ELA Portfolio for moving from Intermediate to Advanced**

**Reading and Writing Level 2: *Shining Star* A & B**

**=**

*Student Name* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *ID Number* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*SS Placement Test:* Pre \_\_\_\_\_\_\_\_\_ Post \_\_\_\_\_\_\_\_\_\_ *SIFE:* yes \_\_\_\_ no \_\_\_\_

*CELA:* Overall \_\_\_\_\_\_ R \_\_\_\_\_\_ W \_\_\_\_\_\_ S \_\_\_\_\_\_ L \_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| * Students must have proof of mastery (80% or better) on all of the writing, reading, speaking and listening skills listed below. | | | | | |
| **WRITING REQUIREMENTS:** | | Pre-Test (date & teacher signature.) | | Post Test (date & teacher signature.) | Comments: |
| 1. Write a real or imagined short story with a beginning, middle and end in the past tense. Include a description of the setting. (At least three paragraphs). | |  | |  |  |
| 1. Write an informative paragraph (“how to”) (at least 5 sentences) | |  | |  |  |
| 1. Write a literary analysis. Explain how a character changes in response to incidents (at least 5 sentences). | |  | |  |  |
| 1. Write a compare/contrast paragraph using comparisons and superlatives and transitions that indicate compare/contrast   (with at least 5 sentences t simple and compound sentence structures) | |  | |  |  |
| 1. Write a summary of a reading   (at least 5 sentences) | |  | |  |  |
| 1. Structured note-taking: Topic/details | |  | |  |  |
| 1. Write a short constructed response (SCR) to an interesting question about current events. | |  | |  |  |
| 1. Write a persuasive letter to the editor. | |  | |  |  |
| 1. Write a reflective personal narrative about an event in your life and its impact on you (at least three paragraphs). | |  | |  |  |
| 1. Essay (following the writing process – at least 5 paragraphs) | |  | |  |  |
| 1. Grammar Tests: | |  | |  |  |
| * Present Perfect | |  | |  |  |
| * Past Perfect | |  | |  |  |
| * Past Continuous (was/were + -ing) | |  | |  |  |
| * First Conditional (If, then) | |  | |  |  |
| * Modal Verbs (could, shoud) | |  | |  |  |
| * Irregular Verbs (top 25) | |  | |  |  |
| * Parts of Speech: adverbs, conjunctions, prepositional phrases, pronouns | |  | |  |  |
| **READING REQUIREMENTS:**  Students must read the following genres and complete a book report/literature analysis demonstrating understanding of character development, theme, conflict resolution, and author’s purpose and literary techniques. | |  | |  |  |
| 1. Biography or Autobiography | |  | |  |  |
| 1. Fiction – short stories | |  | |  |  |
| 1. Fiction – novel | |  | |  |  |
| 1. Poetry | |  | |  |  |
| 1. Non-fiction | |  | |  |  |
| **SPEAKING REQUIREMENTS:** | |  | |  |  |
| 1. Read aloud with appropriate pronunciation, intonation, and fluency  * Short story * Poem | |  | |  |  |
| 1. Tell or re-tell a story | |  | |  |  |
| 1. Re-tell a magazine or newspaper article | |  | |  |  |
| 1. Phonics: Decode multisyllabic words recognizing prefixes and suffixes | |  | |  |  |
| 1. Make predictions when reading | |  | |  |  |
| 1. Ask clarifying questions | |  | |  |  |
| 1. Make a research presentation | |  | |  |  |
| **LISTENING REQUIREMENTS:** | |  | |  |  |
| 1. Retell a story that was told to you | |  | |  |  |
| 1. Paraphrase a story told to you. | |  | |  |  |
| 1. Answer comprehension questions from an oral reading of a short story. | |  | |  |  |
|  | | | | | |
| * Students must show that they can use these strategies in class. | | | | | |
| **STRATEGIES:** | Date & Teacher Signature | | Comments: | | |
| 1. Jigsaw |  | |  | | |
| 1. Discussion Groups  * Fishbowl * Reciprocal Reading/Teaching |  | |  | | |
| 1. Dialectical/Double entry journal |  | |  | | |
| 1. KWL |  | |  | | |
| 1. Peer/Self-Editing |  | |  | | |
| 1. Venn Diagram |  | |  | | |
| 1. Marking Text |  | |  | | |
| 1. Gallery Walk |  | |  | | |